

# Special Education in Michigan Statewide and Districtwide Assessments

## 2003-04 Annual Performance Report

Office of Special Education and Early Intervention Services

The Michigan Educational Assessment System (MEAS) was adopted by the Michigan State Board of Education in November 2001. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), MI-Access, and a component at the time of adoption called ELL-Access. MI-Access is the state's standardized assessment program designed specifically for students with disabilities. Based on an Individualized Education Program (IEP) Team determination, the MI-Access is administered when the MEAP is not appropriate for that student. The ELL-Access is now referred to as Michigan's English Language Proficiency Assessment (ELPA) and will be administered for the first time in the spring of 2006.

### Participation Rates in Michigan

Michigan's State Board of Education policy is that all Michigan students will participate in the Michigan Educational Assessment System with the appropriate state assessment (MEAP, MI-Access or English Language Proficiency Assessment). Michigan's students with IEP participation rate on the MEAS in 2003/04 ranges from 87.2% in ELA 11<sup>th</sup> grade to 97.2% for Grade 8<sup>th</sup> Mathematics.

### Participation of Students with IEPs in Statewide Assessment (2003/04)

Content Area	Grade	Enrollment of Students with IEPs per grade (A)	Number of Students with IEPs participating on MEAP* (B)	Number of Students with IEPs participating on MI-Access (C)	Total Number of Students with IEPs Assessed (B+C)	Percent of Students with IEPs Assessed (B+C)/A
Mathematics	4	18,461	11,449	6,007	17,456	94.6%
	8	19,092	12,746	5,805	18,551	97.2%
	11	12,751	7,286	4,100	11,386	89.3%
English Language Arts	4	18,461	10,773	6,721	17,494	94.8%
	7	19,561	12,469	6,184	18,653	95.4%
	11	12,751	6,962	4,161	11,123	87.2%

\* Only valid tests included on this count

Source: OEAA / MDE

Michigan's MEAP participation target for 2004/05 is that 80% of students with disabilities would participate in the MEAP or MEAP with accommodations. Based on the 2003/04 data (above), the participation rate (column B divided by column A) ranges from 54.6% for 11<sup>th</sup> Grade ELA to 67% for 8<sup>th</sup> Grade Mathematics.

### Performance of Students with IEPs on MEAP and MI-Access

The MEAP currently reports 4 levels of achievement. Level 1 is "Exceeds Expectations," Level 2 is "Meets Expectations," Level 3 is "At Basic Level," and Level 4 is "Apprentice." MI-Access reports Attained, Surpassed and Emerging. In 2003/2004, the percentage of students with disabilities meeting and exceeding statewide assessment standards (MEAP) has increased across all grade levels compared to the previous year. The 2003/2004 data were scanned and scored by the MI-Access operational contractor.

### Highlights of IDEA 2004:

#### Added reference to *No Child Left Behind* (NCLB).

All children with disabilities are included in all general state and districtwide assessment programs, including assessments described under Section 1111 of the *Elementary and Secondary Education Act* (ESEA) of 1965 [as amended, NCLB], with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEPs). [612(a)(16)(A)]IDEA

#### Added specific requirements for state guidelines regarding alternate assessments.

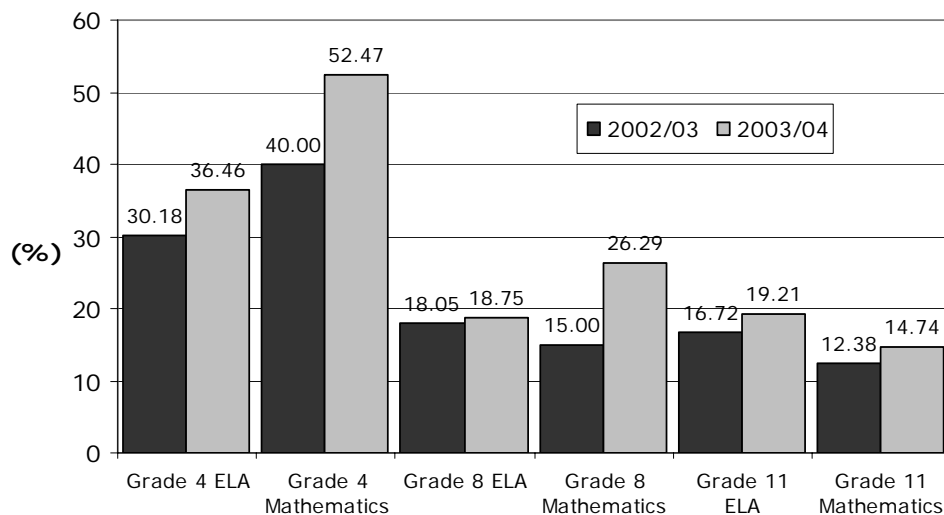
The guidelines under Section 612(a)(16)(c)(i) must provide for alternate assessments:

- That are aligned with the state's challenging academic content standards and challenging student academic achievement standards; or
- If the state has adopted alternate academic achievement standards permitted under the regulations promulgated to carry out Section 1111(b)(1) of the ESEA, measure the achievement of children with disabilities against those standards.
- The state conducts the alternate assessment described above. [612(a)(16)(C)(ii) and (iii)]

#### Changes to the IEP related to statewide and districtwide assessments.

- IEPs must include a description of benchmarks, or short-term objectives only for children who take alternate assessments aligned to alternate achievement standards.

### Proficiency (% of students performing at Levels 1 and 2) of Students with IEPs in MEAP for 2003/03 and 2003/04



Source: OEAA / MDE

### Highlights of IDEA 2004 – Continued:

- IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and districtwide assessments consistent with Section 612(a)(16)(A).
- IEPs must provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

### Proficiency of Students taking MI-Access for 2003/2004

Content Area	Grade	Number of Students Proficient*	Number of Students Not Proficient**	Percent of Students Proficient on MI-Access
Mathematics	4	4,263	1,744	71.0%
	8	3,593	2,212	61.9%
	High School	2,497	1,603	60.9%
English Language Arts	4	5,386	1,335	80.1%
	7	4,797	1,387	77.6%
	High School	3,458	703	83.1%

\* Surpassed + Attained, \*\* Emerging

Source: OEAA / MDE

### What's Happening in the Area of Assessments in Michigan

The Michigan State Board of Education (SBE) approved moving the administration of the state's elementary and middle school assessments to the fall in order to provide districts with assessment results sooner. This will allow schools and districts to interpret and use the assessment results while the students are still in the buildings where the assessments were administered.

Starting in 2005/2006, a new baseline for student performance will need to be determined due to the fact that all of Michigan's state assessments in the content areas of English Language Arts and Mathematics will be newly developed assessments in grades 3-8. Also, MI-Access will be implementing statewide for the first time its new Functional Independence assessments for students with mild cognitive impairment.

To assist districts with the move to new assessments and to help increase the performance of students with disabilities, the following sample of activities are tentatively scheduled to be developed and available to Michigan educators, parents and other stakeholders by the end of 2006.

Updated MI-Access Training Materials that will reflect the changes in the MI-Access assessments that will be implemented in 2005/2006.

Revisiting the "Guidelines for Determining Participation in State Assessment for Students with Disabilities" to expand the document to include general education students, special education students, Section 504 students, and English language learners.

Production of additional Online Learning Programs that can be found on the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info)).